Mission
The mission of Robbinsdale Area Schools is to inspire and educate all learners to develop their unique potential and positively contribute to their community.

Unified District Vision
High Intellectual Performance Through Equity
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Dear Robbinsdale Area Schools Families,

Welcome to the 2019-2020 academic year! We are excited to greet our new and returning students and families.

In Robbinsdale Area Schools, we focus on the development of the whole child, including their educational, social and emotional needs. Our Unified District Vision (UDV) reminds us - **ALL students have limitless possibilities.**

As a district, we have the dual responsibility of establishing boundaries while amplifying our students’ voices. It is critical for students and families to understand how positive choices impact learning expectations and influence productive outcomes. As such, we encourage families to review this handbook together. Teachable moments are made possible through building a positive school climate.

Once again, we are excited to collaborate with you as your child progresses on their academic journey.

Sincerely,

Carlton D. Jenkins, Ph.D.
Superintendent
Robbinsdale Area Schools
SAFE AND CIVIL SCHOOLS STATEMENT

Robbinsdale Area Schools recognizes the importance of supporting a positive school climate and culture, as well as increasing supports to students and staff across the district. Safe and Civil Schools has been adopted as the district’s framework for enhancing learning and engagement across all school settings. The goal of Safe and Civil Schools is to support teachers and school staff to create workable, effective solutions to problem behaviors at school.

In addition to the district-wide Handbook, each school has developed school-wide expectations/behavior plans, and licensed teachers have their own classroom management and discipline plan(s) aligned with the philosophy of Safe and Civil Schools. This plan includes strategies for teaching and encouraging expected behaviors. Each teacher communicates their plan to parents/guardians and students - including strategies for teaching and reinforcing behavior, and strategies for providing consequences for both positive and negative behavior.
## Shared Responsibilities

### Increasing Safety, Engagement and Responsibility

The safety and security of all school children are our highest priorities, and we are committed to providing an enriching learning environment. Our intention is to provide positive, corrective instruction to students who fail to meet behavioral expectations. To ensure a positive learning environment at all district sites, all stakeholders have an important role.

<table>
<thead>
<tr>
<th>Students</th>
<th>Parent(s)/Guardian(s)</th>
<th>Robbinsdale Area Schools Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Believe that you have the capacity to be your best self and achieve your hopes and dreams.</td>
<td>Believe your child has the capacity to be their best self and achieve their hopes and dreams.</td>
<td>Believe students are capable of being their best selves and achieving their hopes and dreams, and that staff have the capacity to support students.</td>
</tr>
<tr>
<td>Build and maintain positive relationships with all staff and other students.</td>
<td>Build and maintain a positive relationship with staff at the school.</td>
<td>Build and maintain positive relationships with all students and their families.</td>
</tr>
<tr>
<td>Respect yourself, the learning environment, other students, their parents/guardians, families and all staff.</td>
<td>Respect and support the learning environment and emphasize the importance of being prepared for school.</td>
<td>Develop a learning community and a respectful environment that supports social-emotional and academic success.</td>
</tr>
<tr>
<td>Ask for and accept help when you need assistance.</td>
<td>Ask for help when you need assistance. Advocate for your child through regular communication with school staff.</td>
<td>Regularly communicate with students and families. Support them when they ask for assistance.</td>
</tr>
<tr>
<td>Go to school every day on time, ready to learn and give your best effort.</td>
<td>Make sure your child arrives at school every day on time and prepared to learn.</td>
<td>Create a welcoming environment. Have high expectations for all students.</td>
</tr>
<tr>
<td>Learn and follow school expectations and procedures.</td>
<td>Learn, and talk with your child about, the expectations and procedures at their school.</td>
<td>Teach, model and reinforce school expectations and procedures. Follow the school-wide discipline plan.</td>
</tr>
<tr>
<td>Use technology and equipment in a responsible way.</td>
<td>Review the technology agreement with your child.</td>
<td>Tailor instruction for student voice and choice within a technology-rich learning environment.</td>
</tr>
<tr>
<td>Personalize your learning by bringing your creativity to your assignments.</td>
<td>Encourage your child’s passion to learn and grow around their own goals for college, articulated skilled trades and career.</td>
<td>Provide personalized, engaging and academically appropriate instruction, including culturally-responsive teaching which represents and invites students’ identities.</td>
</tr>
<tr>
<td>Conduct yourself in a manner to ensure your safety and the safety of others.</td>
<td>Contact your child’s school if you observe or are aware of potentially unsafe activities or conditions.</td>
<td>Create and monitor safe conditions in the school environment.</td>
</tr>
</tbody>
</table>
MULTI-TIERED SYSTEM OF SUPPORTS

Multi-Tiered System of Supports (MTSS) is a framework for helping all learners succeed by matching interventions, instruction and assessment to the personalized needs of learners. It is a whole school, data-driven, prevention-based framework for improving learning outcomes for EVERY student through a layered continuum of evidence-based systems. MTSS includes social and emotional learning (SEL) and academic instruction and supports.

According to the Minnesota Department of Education (2017): “The Minnesota Department of Education (MDE) advocates the use of MTSS to increase the number of students meeting grade-level standards and graduating with skills for further education and work careers. The majority of MDE’s work with MTSS is connected to implementing the Minnesota K-12 Academic Standards with fidelity and building additional intervention supports to increase student achievement for all students.”

MTSS Handbook
PURPOSE OF THE STUDENT HANDBOOK

At Robbinsdale Area Schools, our goal is to create a safe and supportive climate and culture for all of our students. Each year, the Robbinsdale Area School Board adopts a districtwide handbook to provide guidelines for the teaching and implementation of expected behaviors.

Students must follow the districtwide Handbook before, during and after school. The Handbook is in effect inside school buildings, on school grounds, and at school-related activities and events. Students also must follow these rules while traveling on vehicles funded by Robbinsdale Area Schools. When misbehavior involves communication, gestures or expressive behavior, the infraction applies to oral, written or electronic communications, including but not limited to texting, emailing and social networking.

Progressive Discipline Approach
Understanding discipline as a “teachable moment” is fundamental to a positive approach to discipline. The goal of progressive discipline is preventing recurrence of negative behavior by helping students learn from their mistakes. Essential to the implementation of progressive discipline is assisting students who have engaged in unacceptable behavior to:

- understand why the behavior is unacceptable and the harm it has caused;
- understand what they could have done differently in the same situation;
- take responsibility for their actions;
- learn pro-social strategies and skills to use in the future;
- model and practice replacement strategies; and
- understand the progression of more stringent consequences if the behavior reoccurs.

Every reasonable effort must be made to correct student behavior through school-based interventions such as restorative practices. Supports and interventions are essential because inappropriate behavior or violations of the Student Handbook Rights and Responsibilities may be symptomatic of more serious problems that students are experiencing. It is, therefore, important that school personnel be sensitive to issues that may influence the behavior of students and respond in a manner that is most supportive of their needs.

Appropriate disciplinary responses should emphasize prevention and effective intervention, foster resiliency, prevent disruption to students’ education and promote positive school culture.

Determining the Disciplinary Response
School officials must consult this document when determining which disciplinary measure to impose. In determining how to best address inappropriate behavior, it is necessary to evaluate the totality of the circumstances surrounding the behavior.

The following must be considered prior to determining the appropriate disciplinary measures:

<table>
<thead>
<tr>
<th>The student’s age, maturity and developmental level</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student’s disciplinary record including the nature of any prior misbehavior, the number of prior instances of misbehavior, and the disciplinary and guidance intervention measures applied for each</td>
</tr>
<tr>
<td>The nature, severity and scope of the behavior</td>
</tr>
<tr>
<td>The circumstances/context in which the conduct occurred</td>
</tr>
<tr>
<td>The frequency and duration of the behavior</td>
</tr>
<tr>
<td>The number of persons involved in the behavior</td>
</tr>
<tr>
<td>The social-emotional status/needs of all persons involved in the behavior</td>
</tr>
<tr>
<td>The student’s Behavior Intervention Plan (BIP), if applicable</td>
</tr>
<tr>
<td>The student’s Individualized Education Program (IEP), BIP and/or 504 Accommodation Plan, if applicable</td>
</tr>
</tbody>
</table>
Restorative Practices
The district’s vision is to provide a system of practices that will increase student engagement, and build academic and social achievement. Restorative practices allow a school community to build relationships, problem solve, repair harm and learn. Practices include collaborative negotiation, circle process, peer mediation, conflict resolution and formal restorative conferencing. In this approach, relationships are the most important way we learn about the world and ourselves.

A restorative practice school and community believes:
• Everyone in the school community is good, wise and powerful
• We are all connected to one another
• All of us want to be in good, healthy relationships with others
• We all have talents and gifts we bring to school
• It takes time, habits and support to build and maintain positive relationships

Discipline Guidance for Early Childhood
This Handbook establishes discipline policies for students in grades K-12. Robbinsdale Area Schools recognizes students enter early childhood programs at varying school readiness levels and from a variety of backgrounds, and thus early childhood students demonstrate a wide range of developmentally “typical” behaviors and skills. Early childhood education staff should use supportive environments, proactive measures, positive reinforcement and responsive strategies to guide and teach expected student behavior. Children in early childhood education programs may not be suspended or expelled without approval by cabinet-level administration.

Levels of Corrective Strategies
The Handbook holds students accountable for their behavior. Infractions are grouped into four progressive levels based on the severity of the infraction. Whenever possible and appropriate, the response to misconduct should begin with the lowest level of disciplinary response and should include appropriate supports and interventions.

Each level provides the districtwide expectations, examples of expected behavior, infractions of expectations and choices to address student infractions. Definitions for each behavior are included at the end of each level. These examples are not intended to be exhaustive lists; that is, the behaviors covered by the definitions include, but are not limited to, the examples given.
LEVEL 1
EXPECTATIONS AND CORRECTIVE STRATEGIES

Level 1 interventions are generally addressed by school staff members when a student has minimal or no prior violations. The staff response is to teach and practice the expected behavior so students learn and demonstrate safe and respectful behaviors. Staff members are expected to use a variety of teaching and management strategies.

<table>
<thead>
<tr>
<th>DISTRICTWIDE EXPECTATIONS</th>
<th>EXPECTED BEHAVIORS</th>
<th>INFRACTIONS OF EXPECTATIONS</th>
<th>CHOICES TO ADDRESS STUDENT INFRACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is Expected of Students</td>
<td>What Students Should Do</td>
<td>What Students Should Not Do</td>
<td>These are not intended to be the only choices or sequential</td>
</tr>
<tr>
<td>BE SAFE</td>
<td>Use considerate communication Follow schoolwide behavioral expectations and abide by classroom rules, routines and procedures</td>
<td>Engage in Inappropriate Communication Use Disruptive Behavior</td>
<td>Restorative Practices Making amends to those harmed or offended Verbal correction Providing a reflective activity Re-teaching behavioral expectations Creating a behavior contract that includes expected student behaviors and consequences for infractions and/or incentives for demonstrating expected behavior</td>
</tr>
<tr>
<td>BE ENGAGED</td>
<td>Follow schoolwide schedule expectations and arrive on time to class Listen to adults and follow directions</td>
<td>Exhibit Chronic Tardiness Fail to Follow Directions</td>
<td>School Community Service Loss of privileges In-class time-out</td>
</tr>
<tr>
<td>BE RESPONSIBLE</td>
<td>Be honest Use communication devices according to school policy</td>
<td>Engage in Fraud/ Provide False Identification Use Electronic Communication Devices in Violation of School Policy</td>
<td>Removal from class to another supervised classroom (less than one hour) Mediation Detention, during which the student completes school work Alternative in-school educational programming, during which school work is completed, for less than half a day In-school suspension, during which school work is completed, for more than half a day Restitution</td>
</tr>
</tbody>
</table>
LEVEL 1
DEFINITION OF TERMS

Chronic Tardiness
Students are expected to follow schoolwide schedule expectations and arrive on time to class. Students must not habitually arrive at class after the bell or signal that class has started.

Disruptive Behavior
Students are expected to follow schoolwide behavioral expectations and abide by classroom rules, routines and procedures. Students must not interrupt the learning of others or behave in a manner that causes disruption to the school environment. If a teacher or other school adult is prevented from starting an activity or lesson, or has to stop what he or she is doing to try to stop the student’s behavior, the behavior is considered disruptive. For example, if a student causes a disruption in the classroom by talking, making noises, throwing objects, play fighting, horseplay or otherwise distracting one or more classmates, the student is engaging in disruptive behavior.

Electronic Communication Devices
Electronic devices may be brought to school only in accordance with school policy. Students must use communication devices according to their school’s policy (a school may choose to develop a specific plan related to the authorized use of electronic devices). Electronic communication devices must be turned off during school hours unless allowed by school policy.

Failure to Follow Directions
Students are expected to follow the instructions of school staff. School staff include administrators, teachers, educational assistants (EAs), secretaries, security personnel, custodians, bus drivers, lunchroom workers, school volunteers, etc. If students do not obey the instructions and/or directions given by school staff, the behavior may be considered disobedient.

Fraud/False Identification
Students are expected to be honest. Students must not sign or give a name other than their own.

Inappropriate Communication
Students are expected to speak considerately to others. Examples of inappropriate communication include put-downs, swearing, threatening, making fun of, or negatively talking about a person or their family.
LEVEL 2
EXPECTATIONS AND CORRECTIVE STRATEGIES

Level 2 violations will generally result in interventions and/or disciplinary responses that involve the school administration. These actions aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school.

<table>
<thead>
<tr>
<th>DISTRICTWIDE EXPECTATIONS</th>
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<td>What Students Should Do</td>
<td>What Students Should Not Do</td>
<td>These are not intended to be the only choices or sequential</td>
</tr>
<tr>
<td>BE SAFE</td>
<td>All communication in the school is to be conducted with kindness</td>
<td>Engage in Harassment Make Depictions of Prohibited Conduct Engage in Inappropriate Physical Contact (no bodily harm) Using Tobacco/Smoking Use/Possess Combustibles - Elementary</td>
<td>Restorative practices Making amends to those harmed or offended Verbal correction Providing a reflective activity Re-teaching behavioral expectations Creating a behavior contract that includes expected student behaviors and consequences for infractions and/or incentives for demonstrating expected behavior Parent/guardian notification Parent/guardian conference Loss of privilege School community service Monetary restitution Consecutive day removal (up to five) to another supervised classroom during a designated subject</td>
</tr>
<tr>
<td>BE ENGAGED</td>
<td>Be at school during all school hours</td>
<td>Be Truant</td>
<td>Mediation</td>
</tr>
<tr>
<td>BE RESPONSIBLE</td>
<td>Take care of school property Use your own belongings unless explicit permission from the owner is given to borrow an item Do your own work Be honest</td>
<td>Engage in Property Damage/Vandalism (Under $500) Engage in Minor Theft/Possession of Stolen Property (Under $500) Cheating Gambling</td>
<td>Detention (during which the student completes school work) Alternative in-school educational programming, during which school work is completed, for less than half a day In-school suspension time, during which school work is completed, for more than half a day Referral to behavioral interventionist for tobacco/chemical infraction Potential police notification</td>
</tr>
</tbody>
</table>
LEVEL 2
DEFINITION OF TERMS

Cheating
Students are expected to do their own work. Students must not use, submit or attempt to obtain data or answers dishonestly, by deceit, collusion or by means other than those authorized by the teacher. Examples of acts of cheating/plagiarism include any appropriation, literary theft, falsification, counterfeiting, piracy, fraud or unsupervised possession of any federal-, state- or district-mandated tests. Plagiarism includes, but is not limited to, copying word for word from references such as books, magazines, research materials or the Internet.

Depictions of Prohibited Conduct
Students are expected to use technology and other resources in a safe and responsible manner. Students must not make, produce or distribute videos, images, sound recording or other mediums that show behavior prohibited by the Student Handbook Rights and Responsibilities (including recording of any staff member without permission) on school property or at school events, including using school-owned or personal electronic devices (i.e., laptops, Chromebooks, iPads, tablets, e-readers, cellphones or video or still cameras). Depictions of such conduct on social networking sites such as Facebook, YouTube, Instagram, Snapchat or any other similar websites are prohibited. Any representations of prohibited behavior must be immediately turned over to the principal or the principal's designee. Reproduction and distribution of these items will result in disciplinary action.

Gambling
Students should choose games which align with the expected behaviors in the Student Handbook Rights and Responsibilities. Students must not play games of cards, chance or dice for money or other items, except if such games are played at a school-sponsored activity for educational purposes.

Harassment
All communication in the school is to be conducted with kindness. Students must not use words (written, verbal, electronic), gestures, photographic images, drawings or any form of communication to harass another person. This includes harassment based on race, gender, religious beliefs, nationality, disability or sexual orientation. See Board Policy No. 413 on Harassment and Violence for more detailed information.

Minor Theft/Possession of Stolen Property (Under $500)
Students must use only their own belongings unless explicit permission from the owner is given to borrow an item. Students must not take anything that does not belong to them. Students must not have anything that they know, or have reason to know, has been stolen. Students must not use school-owned or personal equipment to conduct illegal activity.

Physical Contact (no bodily harm)
Students must get help when needed to solve problems nonviolently. Students must not engage in non-serious but inappropriate physical contact, such as pushing, play fighting and intimidation.

Property Damage/Vandalism (Under $500)
Students must take care of school property. Students must not damage, break, destroy or misuse school property or anything that belongs to someone else.

Tobacco/Smoking
Students are expected to protect their own health and safety, and the health and safety of others. Students must not possess, smoke or use any kind of tobacco product or associated paraphernalia including e-cigarettes and vaping.

Truancy
Students are expected to be at school. Students may not receive an “unexcused absence” for 1/2 day or more.
Use/Possession of Combustibles - Elementary
Students must obey the law regarding combustibles. Students must not use or be in possession of substances/objects capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid, etc.).
LEVEL 3
EXPECTATIONS AND CORRECTIVE STRATEGIES

Level 3 violations will generally result in interventions and/or disciplinary responses that involve the school administration. These actions aim to correct behavior by stressing the seriousness of the behavior while providing access to educational programming.

<table>
<thead>
<tr>
<th>DISTRICTWIDE EXPECTATIONS</th>
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</tr>
</thead>
<tbody>
<tr>
<td>What is Expected of Students</td>
<td>What Students Should Do</td>
<td>What Students Should Not Do</td>
<td>These are not intended to be the only choices or sequential</td>
</tr>
<tr>
<td>BE SAFE</td>
<td>All communication in the school is to be conducted with kindness</td>
<td>Bullying</td>
<td>Restorative practices</td>
</tr>
<tr>
<td></td>
<td>Resolve conflicts peacefully</td>
<td>Fighting*</td>
<td>Making amends to those harmed or offended</td>
</tr>
<tr>
<td></td>
<td>Obey laws regarding fire safety</td>
<td>False Fire Alarms or Bomb Reports/Tampering with Fire Alarm System</td>
<td>Verbal correction</td>
</tr>
<tr>
<td></td>
<td>Seek help when needed to solve problems nonviolently</td>
<td>Engage in Gang Activity</td>
<td>Providing a reflective activity</td>
</tr>
<tr>
<td></td>
<td>Interact safely with peers</td>
<td>Engage in Group Violence*</td>
<td>Re-teaching behavioral expectations</td>
</tr>
<tr>
<td></td>
<td>Bring objects and materials to school that are required for learning and participating in activities</td>
<td>Engage in Harmful Physical Contact*</td>
<td>Creating a behavior contract that includes expected student behaviors and consequences for infractions and/or incentives for demonstrating expected behavior</td>
</tr>
<tr>
<td></td>
<td>Maintain a safe and productive learning environment</td>
<td>Hazing</td>
<td>Parent/guardian notification</td>
</tr>
<tr>
<td></td>
<td>Abide by speed limits and traffic signals</td>
<td>Engage in Physical Contact with Staff</td>
<td>Parent/guardian conference</td>
</tr>
<tr>
<td></td>
<td>Maintain appropriate boundaries with peers</td>
<td>Possession/Use of Other Weapons or Objects, not a firearm and not meeting Minnesota Statute dangerous weapon definition, with no intent</td>
<td>Alternative in-school educational programming, during which school work is completed, for less than half a day</td>
</tr>
<tr>
<td></td>
<td>Obey the law regarding combustibles</td>
<td>Property Damage/Vandalism (Over $500)</td>
<td>In-school suspension, during which school work is completed, for more than half a day</td>
</tr>
<tr>
<td></td>
<td>Protect your own health and safety, and the health and safety of others</td>
<td>Engage in Substantial Disruption</td>
<td>Monetary restitution</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reckless Driving</td>
<td>Out-of-school suspension (partial day and up to five days)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Engage in Sexually Inappropriate Behavior</td>
<td>Potential police notification</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use/Possession of Combustibles - Secondary</td>
<td>Removal from classroom</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use/Possession of Drugs, Alcohol or Other Controlled Substances</td>
<td>Referral to behavioral interventionist for tobacco/chemical infraction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Engage in Extortion/Robbery</td>
<td>Collaborative Conversation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Make Threats</td>
<td>Meeting at District Office</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Administrative Review</td>
</tr>
</tbody>
</table>

*Based on the severity of the incident and/or multiple incidents of fighting, group violence or harmful physical contact at the secondary level may result in disciplinary review at the district office or be classified as a Level 4 behavior.
<table>
<thead>
<tr>
<th>BE SAFE</th>
<th>BE RESPONSIBLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect other people</td>
<td>Stay in designated areas of the school to which they have been assigned</td>
</tr>
<tr>
<td>and their decisions</td>
<td>Use your own belongings unless explicit permission from the owner is given to</td>
</tr>
<tr>
<td>Be kind to other people</td>
<td>borrow an item</td>
</tr>
<tr>
<td></td>
<td>Trespassing, Including During Periods of Dismissal or Suspension</td>
</tr>
<tr>
<td></td>
<td>Committing Major Theft/ Possessing Stolen Property (Over $500)</td>
</tr>
</tbody>
</table>

## LEVEL 3

### DEFINITION OF TERMS

**Bullying**

Communication should be conducted with kindness. Bullying means intimidating, threatening, abusive or harming conduct that is objectively offensive and:

1. There is an actual or perceived imbalance of power between the student engaging in prohibited conduct and the target of the behavior, and the conduct is repeated or forms a pattern; or
2. Action materially and substantially interferes with a student’s educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services or privileges.

This includes using technology or other electronic communication that disrupts students' learning or the school environment. See Board Policy No. 514 on Bullying Prohibition for more information.

**Extortion/Robbery**

Students are expected to respect other people and their decisions. Students must accept “no” for an answer when making a request of another person. Extortion means getting money or a promise by using threat or force. Students must not make a person do anything he or she does not want to do by using threat or force. Students must not take another person’s property. Students must not take or attempt to take from another person any property by force or threat of force.

**False Fire Alarms or Bomb Reports/Tampering with Fire Alarm System**

Students must obey laws regarding fire safety. Students must not set off a fire alarm at any time unless there is an emergency. Destroying or damaging a fire alarm is prohibited. Students must not falsely call or make a report to 911 or other emergency personnel.

**Fighting**

Conflicts must be resolved peacefully. Students must not physically fight with another person. Fighting involves the exchange of mutual physical contact, e.g., shoving, kicking, hair pulling, biting and hitting, with or without injury (i.e., mutual combat).

**Gang Display/Activity**

Students should associate with peers and adults who engage in safe, respectful and responsible behavior. Students may not engage in gang activity. Students may not display signs or be involved in behavior that is gang-related as described by the State of Minnesota’s gang criteria. As it relates to gangs, the State of Minnesota draws from ten gang identifiers to confirm a person as a gang member or for our purposes some of the identifiers may be useful in determining behaviors as gang-related. The criteria include a person who:

1. Admits gang membership or association
2. Is observed to associate on a regular basis with known gang members
3. Has tattoos indicating gang membership
4. Wears gang symbols to identify with a specific gang
5. Is in a photograph with known gang members and/or uses gang-related hand signs
6. Name is on a gang document, hit list or gang-related graffiti
7. Is identified as a gang member by a reliable source
8. Is arrested in the company of gang members or associates
9. Corresponds with known gang members or writes and/or receives correspondence about gang activities
10. Writes about gangs (graffiti) on walls, books and paper

Group Violence
Students should interact in a positive manner with their peers. Students must not plan, instigate or participate with another or others, in an incident of group violence.

Hazing
Students should interact safely with peers. Committing an act or coercing a student into committing an act that creates a substantial risk of harm to one in order for the student to be initiated into or affiliated with a school or school group. See Board Policy No. 526 - Hazing for a more detailed definition and information.

Harmful Physical Contact
Students must seek help to solve problems nonviolently. Students must not engage in actions involving serious physical contact where injury did occur.

Major Theft/Possession of Stolen Property (Over $500)
Students must use only their own belongings unless explicit permission from the owner is given to borrow an item. Students must not take anything that does not belong to them. Students must not possess anything that they know, or have reason to know, has been stolen. Students must not use school-owned or personal equipment to conduct illegal activity.

Physical Contact with Staff
Students must seek help to solve problems nonviolently. Students must not engage in physical contact toward staff. Students who engage in physical contact toward staff may have up to a five-day suspension pending a school investigation. Students may be recommended for an administrative review/hearing based on the outcome of the investigation.

Possession of Other Weapon or Object, not a firearm and not meeting Minnesota Statute dangerous weapon definition, with no intent
Students are expected to bring objects and materials to school that are required for learning and participating in activities. Students must keep dangerous weapons out of school. Other weapon includes any device or instrument – including any non-conventional weapon – which, in the manner it is used or intended to be used, is calculated or likely to produce bodily harm or substantial bodily harm, or fear of any degree of bodily harm.

- Other weapons include but are not limited to knives with blades under 2.5 inches, fake knives, look-alike weapons, clubs, metal knuckles, chains, poisons, arrows, bats, nunchucks, throwing stars, stun guns, mace and other propellants and other objects that have been modified to serve as a weapon, etc.

Property Damage/Vandalism (Over $500)
Students must take care of school property. Students must not damage, break, destroy or misuse school property.

Reckless Driving
Students must abide by speed limits and traffic signals. Students must not drive on school property in such a manner as to endanger persons or property.

Sexually Inappropriate Behavior
Maintain appropriate boundaries with peers. Students must not engage in sexual behavior, including but
not limited to, sexual intercourse, displaying or distributing sexually explicit materials, indecent exposure and other sexual contact.

**Substantial Disruption**

Students are expected to help maintain a safe and productive learning environment. Students must not engage in or cause disruptive behavior which creates a substantial risk of (or results in) injury or significantly disrupts learning (e.g., throwing chairs, causing the evacuation of classrooms, eloping to unsafe areas).

**Threats**

Students are expected to be kind to other people. Students may not make any oral, written or physical threat, sign, or act which conveys intent to cause harm or violence, even made in jest.

**Trespassing, Including During Periods of Dismissal or Suspension**

Students must stay in designated areas of the school to which they have been assigned. Students must have permission from a building administrator, or be escorted by a parent/caregiver or emergency contact person, to enter a building other than their own. Students must not return to any school while assigned to the Alternative Education Services programs, or under expulsion or removal, except with permission from a building administrator and under escort by a parent/caregiver or emergency contact person.

During Alternative Education Services placement, students may not go to any school, or school activity, other than the the school to which they are assigned, except with specific permission and supervision as described in this paragraph. Minn. Stat § 609.605, subd. 4.

**Use/Possession of Combustibles - Secondary**

Students must obey the law regarding combustibles. Students must not use or be in possession of substances/objects capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid, etc.).

**Use/Possession of Drugs, Alcohol or Other Controlled Substances**

Students are expected to protect their own health and safety, and the health and safety of others. Students must not bring alcohol or illegal drugs to school or school activities. Students must not use, be under the influence of or buy or sell alcohol or illegal drugs. This section also applies to any substance made to look like, or represented to be, illegal drugs or alcohol and any related paraphernalia. Students are permitted to bring prescribed or over-the-counter medication to school only with permission from parents and with the authorization and supervision of their doctor and school administrator or administrator’s designee. Prescribed or over-the-counter medication is for the student’s use only. A student must not sell or give prescribed or over-the-counter medication to anyone at school.
LEVEL 4
EXPECTATIONS AND CORRECTIVE STRATEGIES

These interventions may involve the removal of the student from the school environment because of the severity of the behavior. They may involve the placement of the student in a safe environment that provides additional structure to address behavior. These interventions focus on maintaining the safety of the school community and ending self-destructive and/or dangerous behavior. Due to the severity of the behavior, police notification has the potential to be used for all Level 4 offenses.

<table>
<thead>
<tr>
<th>DISTRICTWIDE EXPECTATIONS</th>
<th>EXPECTED BEHAVIORS</th>
<th>INFRACTIONS OF EXPECTATIONS</th>
<th>CHOICES TO ADDRESS STUDENT INFRACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is Expected of Students</td>
<td>What Students Should Do</td>
<td>What Students Should Not Do</td>
<td>These are not intended to be the only choices or sequential</td>
</tr>
<tr>
<td>BE SAFE</td>
<td>Seek help when needed to solve problems nonviolently. Bring objects and materials to school that are required for learning and participating in activities. Obey laws regarding fire safety. Students are expected to be kind to other people.</td>
<td>Engage in Assault (must meet the threshold of the definition below). Possession/Use of a Dangerous Weapon Other than a Firearm. Possession/Use of a Firearm. Possession/Use of Other Weapon or Object, not a firearm and not meeting Minnesota Statute dangerous weapon definition, with use or intent to use. Engage in Arson. Engage in Threats of Violence</td>
<td>Restorative practices. Out-of-school suspension (partial day and up to five days). Administrative transfer. Monetary restitution. Interim alternative educational placement. Referral to behavioral interventionist for tobacco/chemical infraction. Potential police notification. Administrative hearing in lieu of expulsion. Expulsion referral.</td>
</tr>
<tr>
<td>BE RESPONSIBLE</td>
<td>Students must protect the safety and the rights of others.</td>
<td>Selling Drugs or Controlled Substances. Sexual Assault.</td>
<td></td>
</tr>
</tbody>
</table>

LEVEL 4
DEFINITION OF TERMS

Arson
Students must obey fire safety laws and keep school property safe. Students must not plan and/or participate in malicious burning of property. The use of a combustible or flammable liquid is prohibited. Minn. Stat § 609.561 - 609.5632 (arson in 1st through 5th degrees).

Assault
Students must get help when needed to solve problems nonviolently. Students must not commit an act with intent to cause fear in another of immediate bodily harm or death; or intentionally inflict or attempt to inflict bodily harm upon another. Minn. Stat § 609.224.
Possession/Use of a Dangerous Weapon Other than a Firearm
Students are expected to bring objects and materials to school that are required for learning and participating in activities. Students may not bring dangerous weapons to school. There will be zero tolerance for possession or use of a dangerous weapon by any student. A “dangerous weapon other than a firearm” is defined as:
1. Any device or instrument designed as a weapon and capable of producing death or great bodily harm;
2. Any device modified so that it may be used as a weapon and capable of producing death or great bodily harm;
3. Any combustible or flammable liquid or other device or instrumentality that, in the manner it is used or intended to be used, is calculated or likely to produce death or great bodily harm;
4. Any fire that is used to produce death or great bodily harm;
5. Any knife with a blade equal or greater than 2.5 inches in length;
6. Any replica firearm, BB or pellet gun.
Minn. Stat § 609.02, subd. 8 (def. great bodily harm),
Minn. Stat § 609.02, subd. 6 (def. of dangerous weapon),
Minn. Stat § 609.66, subd. 1d, 18 U.S.C. § 930(g)(2) (def. dangerous weapon),

Possession/Use of a Firearm
Students are expected to bring objects and materials to school that are required for learning and participating in activities. Students may not bring firearms to school. There will be zero tolerance for possession or use of a firearm by any student. Firearms are banned from all property owned or controlled by Robbinsdale Area Schools. A firearm is defined in Minn. Stat. § 609.666, subd. 1(a) as a device designed to be used as a weapon, from which is expelled a projectile by the force of explosion or by the force of combustion.

Possession/Use of Other Weapon or Object, not a firearm and not meeting Minnesota Statute dangerous weapon definition, with use or intent to use
Students are expected to bring objects and materials to school that are required for learning and participating in activities. Students may not bring weapons to school. Other weapon includes any device or instrument – including any non-conventional weapon – which, in the manner it is used or intended to be used, is calculated or likely to produce bodily harm or substantial bodily harm or fear of any degree of bodily harm. Other weapons include but are not limited to knives with blades under 2.5 inches, fake knives, look-alike weapons, clubs, metal knuckles, chains, poisons, arrows, bats, nunchucks, throwing stars, stun guns, mace and other propellants, and other objects that have been modified to serve as a weapon, etc.
Minn. Stat § 609.02, subd. 7 & 7a (def. great bodily harm, substantial bodily harm),
Minn. Stat § 609.713, subd. 3 (b)(2)(def. replica firearm)

Selling Drugs or Controlled Substances
Students are expected to bring objects and materials to school that are required for learning and participating in activities. Students may not sell or distribute legal or illegal drugs, synthetic drugs/imitations, alcohol, or other controlled substances. Students may be referred for a chemical use assessment.
Minn. Stat § 152.01, subsd. 1-22 (def. of controlled substances),
Minn. Stat § 152.02,
Minn. Stat §§ 152.021-152.025, (controlled substance crimes in the 1st through 5th degrees).

Sexual Assault
Students must protect the safety and rights of others. Students must not sexually attack nor sexually abuse another person. Students must not engage in non-consensual sexual intercourse, sexual contact or indecent exposure with another person.

Threats of Violence
Students are expected to be kind to other people. Threatening directly or indirectly to commit any crime of violence with intent to terrorize another or to cause evacuation of a building, place of assembly or vehicle or otherwise to cause serious public inconvenience or in reckless disregard of the risk of causing such terror or inconvenience.
Minn. Stat § 609.713 (def. of terrorist threats).
STUDENT DRESS CODE

Student dress code expectations are outlined in the Administrative Procedure 504AP: Student Dress and Appearance.

Appropriate clothing includes, but is not limited to the following:
1. Clothing appropriate for the weather.
2. Clothing that does not create a health or safety hazard.
3. Clothing appropriate for the activity (i.e. physical education or the classroom).

Inappropriate clothing includes, but is not limited to, the following:
1. Clothing that shows intimate parts.
2. Clothing bearing a lewd, vulgar or obscene message.
3. Apparel promoting products or activities that are illegal for use by minors.
4. Objectionable emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist or otherwise derogatory to a protected minority group, evidences gang membership or affiliation, or approves, or advances any form of religious, racial, or sexual harassment and/or violence against other individuals as defined in Policy 413.
5. Any apparel or footwear that would damage school property.
6. Masks, face paint or clothing limiting or preventing identification of a student.
7. Clothing worn in a manner that displays undergarments.

TRANSPORTATION EXPECTATIONS AND CONSEQUENCES

Transportation expectations and consequences are based on the Student Transportation Safety School Board Policy 709 and are mandated by state statute. The school district bus safety rules are posted on every bus. Students are expected to follow the same behavioral standards while riding school buses, as are expected on school property or at school activities, functions or events.

Riding a school bus is a privilege, not a right. The school district’s general student behavior rules are in effect for all students on school buses, including nonpublic school students.

Consequences for school bus/bus stop misconduct will be imposed by the school district under adopted administrative discipline procedures. Students are expected to follow the same behavioral standards while riding school buses as are expected on school property or at school activities, functions or events.

All school rules are in effect while a student is riding the bus or at the bus stop. In addition, all school bus/bus stop misconduct will be reported to the school district’s transportation personnel. Serious misconduct will be reported to the Department of Public Safety and may be reported to local law enforcement.

Rules at the Bus Stop:

a. Get to your bus stop five minutes before your scheduled pick up time. The school bus driver will not wait for late students.
b. Respect the property of others while waiting at your bus stop.
c. Keep your arms, legs and belongings to yourself.
d. Use appropriate language.
e. Stay away from the street, road or highway when waiting for the bus.
f. Wait until the bus stops before approaching the bus.
g. After getting off the bus, move away from the bus.
h. If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
i. No fighting, harassment, intimidation or horseplay.
j. No use of alcohol, tobacco or drugs.
Rules on the Bus:

a. Immediately follow the directions of the driver.
b. Sit in your seat facing forward.
c. Talk quietly and use appropriate language.
d. Keep all parts of your body inside the bus.
e. Keep your arms, legs and belongings to yourself.
f. No fighting, harassment, intimidation or horseplay.
g. Do not throw any object.
h. No eating, drinking or use of alcohol, tobacco or drugs.
i. Do not bring any weapons or dangerous objects on the school bus.
j. Do not damage the school bus.

Consequences as required by the district’s Student Handbook and Discipline Policy. Students may lose their bus privileges as a result of progress discipline.
ALTERNATIVE EDUCATION SERVICES PROCEDURES

If a student is suspended for more than five school days, the student is entitled to alternative educational services that will allow the student to progress toward meeting graduation requirements. A suspension for more than five school days must have prior approval from the superintendent/designee with a reason for the longer suspension.

Alternative educational services are defined in Minn. Stat § 121A.41 as the following: “Alternative educational services” may include, but are not limited to, special tutoring, modified curriculum, modified instruction other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessment, homebound instruction, supervised homework or enrollment in another district or in an alternative learning center under section 123A.05 selected to allow the pupil to progress toward meeting graduation standards under section 120B.01, although in a different setting.

Generally, Robbinsdale Area Schools (RAS) provides alternative educational services according to the following schedule:

<table>
<thead>
<tr>
<th>LENGTH OF SUSPENSION</th>
<th>SCHOOL SERVICES PROVIDED</th>
<th>ADMINISTRATOR PROVIDED OR DESIGNEE RESPONSIBILITY</th>
<th>PARENT/GUARDIAN RESPONSIBILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to five school days</td>
<td>Current classroom work and homework will be made available as soon as possible.</td>
<td>Arrange for collection of classroom work and homework from teachers.</td>
<td>Pick up classroom work and homework from school administrator or arrange to have it delivered to home. Return completed work upon student’s return to school.</td>
</tr>
<tr>
<td>Six to ten school days</td>
<td>Current classroom work and homework will be made available no later than the sixth school day of suspension.</td>
<td>Arrange for collection of classroom work and homework from teachers.</td>
<td>Pick up classroom work and homework from school administrator or arrange to have it delivered to home. Return completed work to school administrator.</td>
</tr>
<tr>
<td>Up to 15 school days (only pending expulsion or when a student constitutes a substantial and immediate danger)</td>
<td>Arrange for instruction through electronic media as soon as a determination has been made to refer student for expulsion.</td>
<td>Assist school administrator in establishing a schedule for the delivery of home bound services.</td>
<td></td>
</tr>
</tbody>
</table>

The school principal is responsible for ensuring that the school attempts to provide required alternative educational services. Parents/guardians also have the responsibilities set forth above. Parents who have concerns about the school’s compliance with these procedures should contact the school principal or the Assistant Superintendent.

Additional information related to special education students: RAS may have additional obligations to special education students that are not explained here. For more information about the rights of special education students, see the chart on the following page, the Procedural Safeguard Notice Parental Rights for Public School Special Education Students or contact the school principal, your student’s case manager, or the Special Education Director at 763-504-8070.
## DISCIPLINE GUIDELINES FOR SPECIAL EDUCATION STUDENTS

Summary of Required Action Described in Minnesota Pupil Fair Dismissal Act and IDEA

<table>
<thead>
<tr>
<th><strong>Student removed for 1 school day or less</strong></th>
<th>IEP Team Meeting Required</th>
<th>Manifestation Determination Required</th>
<th>*Functional Behavioral Assessment Plan Required</th>
<th>Provision of Services</th>
<th>Notify</th>
<th>Other Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No¹</td>
<td>No¹</td>
<td>No¹</td>
<td>No</td>
<td>IEP Case Manager</td>
<td>Counts toward the 10 cumulative days</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Student suspended for less than 10 consecutive school days</strong></th>
<th>IEP Team Meeting Required</th>
<th>Manifestation Determination Required</th>
<th>*Functional Behavioral Assessment Plan Required</th>
<th>Provision of Services</th>
<th>Notify</th>
<th>Other Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No¹</td>
<td>No¹</td>
<td>No¹</td>
<td>No</td>
<td>IEP Case Manager</td>
<td>5 days of Alternative Education Services</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Student suspended for 10 consecutive school days</strong></th>
<th>IEP Team Meeting Required</th>
<th>Manifestation Determination Required</th>
<th>*Functional Behavioral Assessment Plan Required</th>
<th>Provision of Services</th>
<th>Notify</th>
<th>Other Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>Yes</td>
<td>No¹</td>
<td>Yes</td>
<td>IEP Case Manager, Coordinator, Supervisor</td>
<td>FBA and BIP must be reviewed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Student removed for 10 cumulative school days in a school year or more (Every day after the 10th day of suspension, the IEP team must follow this process)</strong></th>
<th>IEP Team Meeting Required</th>
<th>Manifestation Determination Required</th>
<th>*Functional Behavioral Assessment Plan Required</th>
<th>Provision of Services</th>
<th>Notify</th>
<th>Other Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>Yes</td>
<td>Yes (on or prior to the 10th day)</td>
<td>Yes</td>
<td>IEP Case Manager, Coordinator, Supervisor</td>
<td>FBA must be completed. <em>IEP must include a Positive Behavior Plan</em> Must be afforded special education services/supports to make progress toward graduation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Student placed on in-school suspension</strong></th>
<th>IEP Team Meeting Required</th>
<th>Manifestation Determination Required</th>
<th>*Functional Behavioral Assessment Plan Required</th>
<th>Provision of Services</th>
<th>Notify</th>
<th>Other Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No³</td>
<td>No³</td>
<td>No³</td>
<td>Yes</td>
<td>IEP Case Manager</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Parent requests a manifestation determination following any removal for disciplinary reasons</strong></th>
<th>IEP Team Meeting Required</th>
<th>Manifestation Determination Required</th>
<th>*Functional Behavioral Assessment Plan Required</th>
<th>Provision of Services</th>
<th>Notify</th>
<th>Other Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>Yes</td>
<td>No¹</td>
<td>No</td>
<td>IEP Case Manager</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Student suspended from the bus</strong></th>
<th>IEP Team Meeting Required</th>
<th>Manifestation Determination Required</th>
<th>*Functional Behavioral Assessment Plan Required</th>
<th>Provision of Services</th>
<th>Notify</th>
<th>Other Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Depends³</td>
<td>Depends⁴</td>
<td>Depends⁴</td>
<td>IEP Case Manager</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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1. Unless the removal brings the total number of cumulative days to more than 10, or the parent requests a meeting.

2. Student must access services at least equivalent to the services a student without a disability would receive.

3. An in-school suspension or district modified learning center placement would not be considered a part of the days of removal as long as the student is afforded the opportunity to continue to appropriately progress in the general curriculum, continue to receive the services specified on his or her IEP and continue to participate with non-disabled children to the extent they would have in their current placement.

4. If bus transportation is part of the student’s IEP, a bus suspension would be treated as a removal unless the school provides transportation in some way, because that transportation is necessary for the student to obtain access to the location where all other services will be delivered. If bus transportation is not part of the student’s IEP, a bus suspension typically would not be a removal.

*For students with disabilities whose behavior impedes the student’s participation in school, a functional behavioral assessment (FBA) is an essential tool to understand the causes of the student’s behavior. A behavior intervention plan (BIP) after an FBA provides specific approaches to address the student’s behavior. If one is not completed, the team must convene to evaluate and implement into the student’s IEP.*
Students with Disabilities and Students with an Individual Education Program (IEP)
When a student with a disability has been suspended for five consecutive school days or after the 10th cumulative school day within the school year, the IEP team must meet to hold a manifestation determination meeting. The team will determine if the behavior is related to the student’s disability.

A dismissal for one school day or less is a day of suspension if the student with a disability does not receive regular or special education instruction during that dismissal period. A student with a disability shall be provided alternative educational services to the extent a suspension exceeds five consecutive school days. Before initiating an expulsion or exclusion, the district, relevant members of the student’s IEP team, and the student’s parent shall, consistent with federal law, determine whether the student’s behavior was caused by or had a direct and substantial relationship to the student’s disability and whether the student’s conduct was a direct result of a failure to implement the student’s individualized education program. When a student with a disability who has an IEP is excluded or expelled for misbehavior that is not a manifestation of the student’s disability, the district shall continue to provide special education and related services during the exclusion or expulsion. Minn. Stat. § 121A.43.

Students with Disabilities/Section 504 Students
Students covered by Section 504 of the Rehabilitation Act of 1973 may be disciplined for behavior related to their disabilities, unless the discipline would result in a significant change of placement. A qualified student with a disability may not be suspended for more than 5 consecutive school days or 10 cumulative school days without a manifestation determination conducted by the student’s 504 team.

SUPPORT OPTIONS

Administrative Transfer and Safety Committee
The Robbinsdale Area Schools Administrative Transfer and Safety Committee exists for the purpose of ensuring students are enrolled in an appropriate environment for learning to occur. It is the responsibility of the District Administrative Transfer and Safety Committee to determine the most appropriate course of action including approving the administrator’s request for administrative transfer and selection of the new enrollment location, or denying the request. The Administrative Transfer and Safety Committee uses a variety of criteria, including this handbook, Minnesota state statutes, a review of the student’s records, enrollment data, and past practice, to determine the most appropriate placement for the student. If a student receives an administrative transfer, the receiving school staff will implement practices to positively support the student’s transition (e.g., assigning a buddy, Check and Connect, behavior contract). The Administrative Transfer and Safety Committee meets during the school year and strives to ensure that each request is vetted with the best interests of the student, family, and staff in mind. Members of the Administrative Transfer and Safety Committee include, but are not limited to staff from the following Robbinsdale Area Schools departments: Cabinet members, Building Administrators, Achievement and Integration, Special Education and Federal Programs.

School Resource Officers (SRO)
School Resource Officers (SROs) are sworn officers represented from our communities. SROs work in partnership with school administrators at the middle and high school to provide the safest learning environment possible. The SROs’ primary function is law enforcement.

When there is legitimate educational interest, school administrators may consult with the SRO in the building. This does not preclude separate proceedings or consequences by local law enforcement for the actions of this student. Administrators will involve the SRO or other law enforcement authorities as necessary. If a student violates a district policy that also violates a law, a contact may be made with local law enforcement for possible intervention.

Threat Assessment
The multi-disciplinary Building District Crisis Team or a representative of the team will evaluate threats of violence to self or others and threatening behaviors, and determine the probability that a person will carry out a threat. Threat assessments involve three major components including identification of the threat, assessment of the seriousness of the threat, and management through intervention plans. All threats will be considered serious and properly investigated. Law enforcement including school resource officers may be contacted to aid in the threat assessment. The purpose of a threat assessment evaluation is to guide a site-based threat assessment team through an information gathering process that will result in a supervision plan to maximize student safety. The District Crisis Team shall provide training, resources, and on-site assistance when requested.
PARENT/GUARDIAN GUIDE AND REFUSAL TO STUDENT PARTICIPATION IN STATEWIDE TESTING FORM

State Testing
The Minnesota Comprehensive Assessments (MCAs) and alternate assessment, Minnesota Test of Academic Skills (MTAS), are the statewide tests that help districts measure student progress toward Minnesota’s academic standards and meet the requirements of the Elementary and Secondary Education Act (ESEA). Students take one test in each subject. Most students take the MCA, but students who receive special education services and meet eligibility criteria may take the MTAS.

PLEASE NOTE: Minnesota Comprehensive Assessments scores will soon be used in determining course placement at Minnesota State Colleges and Universities. A student’s MCA score could potentially save them significant money by demonstrating that they do not need to take non-credit bearing developmental courses. Click here to learn more.

Test Security Information for Students
As part of a culture of academic integrity, we would like to remind families and students of the importance of test security and the expectation that students will keep test content secure and act with honesty and integrity during test administration. The district expects students to do the following:

• Students should do their own best work to show what they know and can do.
• Students should not accept help finding answers to test items.
• Students should not give answers to other students.
• Students should not tell others what is on the test.
• There may be consequences if students do not follow directions or if they behave dishonestly.

Cell Phones
Students may NOT use cellphones, wearable technology (e.g., smart watches, fitness trackers) or any other device (except the school-owned device being used for testing) at any time during testing, including during breaks. Students are not to use these devices even when testing is completed. If a schoolwide testing is scheduled for a block of time, devices should not be used during that block of time, even if that student has completed their testing.

Test monitors are expected to inform students that they cannot receive or view calls, texts or alerts during test administration. If a student has a cell phone or other electronic device in a testing room, the following procedures will be followed:

• Student must turn cell phone (or other device) OFF (not just silenced, as personal alarms could still be active).
• Student is given an envelope. The envelope must cover the contents of the phone (device) - it cannot be clear.
• Student places phone (device) in envelope, seals the envelope and stores the envelope where it will be inaccessible during testing.
• If a student receives a notification (e.g., ringtone, vibration) during testing, the student must hand the phone (device, which should be in an envelope) to the Test Monitor.

Students also may not wear or access wearable technology during testing if the device can electronically send or receive information. If one of these devices is worn during testing, the student’s test must be invalidated because the device is visible and accessible, regardless of whether it was used or not.

Test Security Concerns
If you have any concerns about suspected incidents of cheating or other improper or unethical behavior on statewide assessments, you can report that information to your school principal, the district's Research, Evaluation and Assessment department (rea@rdale.org or 763-504-8103), or by submitting the District Test Security Report (rdale.org/Parents/State_Testing_Information).
Maintaining the integrity of tests and test items is of great importance to the Minnesota Department of Education. Improper or unethical behavior by students or educators undermines the validity of test score interpretation. You may also report suspected incidents of cheating or piracy of test items using the Minnesota Statewide Test Security Tip Line or by contacting the Minnesota Department of Education (mde.testing@state.mn.us or 651-582-8674).

Frequently Asked Questions: Why Statewide Test Results Matter
Minnesota’s statewide tests are objective, standardized measures of student achievement on academic or proficiency standards. Students, families, teachers and administrators use statewide test results as part of a comprehensive system for evaluating learning. Answers to frequently asked questions explain the purpose for statewide testing and why it is important to ensure the integrity of test scores: Frequently Asked Questions: Why Statewide Test Results Matter.

Student Participation in Statewide Assessments
Minnesota Statutes, section 120B.31, subdivision 4a, requires the Minnesota Department of Education (MDE) to publish a form for parents/guardians to complete if they refuse to have their student participate in state-required standardized assessments. The Parent/Guardian Guide to Statewide Testing document provides some basic information to help parents/guardians make informed decisions that benefit their child and their school and community. The form to meet this legislative requirement is available at the link below; it must be returned to your student’s district. Your student’s district may require additional information. Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing Form
Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing

This information will help parents/guardians make informed decisions that benefit their children, schools, and communities.

Why statewide testing?

Minnesota values its educational system and the professionalism of its educators. Minnesota educators created the academic standards which are rigorous and prepare our students for career and college.

The statewide assessments are how we as a state measure that curriculum and daily instruction in our schools are being aligned to the academics standards, ensuring all students are being provided an equitable education. Statewide assessment results are just one tool to monitor that we are providing our students with the education that will ensure a strong workforce and knowledgeable citizens.

Why does participation matter?

A statewide assessment is just one measure of your student's achievement, but your student's participation is important to understand how effectively the education at your student's school is aligned to the academic standards.

- In Minnesota’s implementation of the federal Every Student Succeeds Act, a student not participating in the statewide assessments will not receive an individual score and for the purpose of school and district accountability calculations, including opportunities for support and recognition, will not be considered “proficient.”
- Students who receive a college-ready score on the high school MCA are not required to take a remedial, noncredit course at a Minnesota State college or university in the corresponding subject area, potentially saving the student time and money.
- Educators and policy makers use information from assessments to make decisions about resources and support provided.
- Parents and the general public use assessment information to compare schools and make decisions about where to purchase a home or to enroll their children.
- School performance results that are publicly released and used by families and communities, are negatively impacted if students do not participate in assessments.
- English learners not taking ACCESS or Alternate ACCESS for ELLs will not receive a score to meet English learner program exiting criteria.

Academic Standards and Assessments

What are academic standards?

The Minnesota K–12 Academic Standards are the statewide expectations for student academic achievement. They identify the knowledge and skills that all students must achieve in a content area and are organized by grade level. School districts determine how students will meet the standards by developing courses and curriculum aligned to the academic standards.

What is the relationship between academic statewide assessments and the academic standards?

The statewide assessments in mathematics, reading, and science are used to measure whether students, and their school and district, are meeting the academic standards. Statewide assessments are one measure of how well students are doing on the content that is part of their daily instruction. It is also a measure of how well schools and districts are doing in aligning their curriculum and teaching the standards.

<table>
<thead>
<tr>
<th>Minnesota Comprehensive Assessments (MCA) and Minnesota Test of Academic Skills (MTAS)</th>
<th>ACCESS and Alternate ACCESS for English Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Based on the Minnesota Academic Standards; given annually in grades 3–8 and high school in reading and mathematics; given annually in grades 5, 8, and high school for science.</td>
<td>- Based on the WIDA English Language Development Standards.</td>
</tr>
<tr>
<td>- Majority of students take the MCA.</td>
<td>- Given annually to English learners in grades K–12 in reading, writing, listening, and speaking.</td>
</tr>
<tr>
<td>- MTAS is an option for students with the most significant cognitive disabilities.</td>
<td>- Majority of English learners take ACCESS for ELLs.</td>
</tr>
<tr>
<td></td>
<td>- Alternate ACCESS for ELLs is an option for English learners with the most significant cognitive disabilities.</td>
</tr>
</tbody>
</table>
Why are these assessments effective?

Minnesota believes that in order to effectively measure what students are learning, testing needs to be more than answering multiple choice questions.

- To answer questions, students may need to type in answers, drag and drop images and words, or manipulate a graph or information.
- The Reading and Mathematics MCA are adaptive, which means the answers a student provides determine the next questions the student will answer.
- The Science MCA incorporates simulations, which require students to perform experiments in order to answer questions.

All of these provide students the opportunity to apply critical thinking needed for success in college and careers and show what they know and can do.

Are there limits on local testing?

As stated in Minnesota Statutes, section 120B.301, for students in grades 1–6, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 10 hours per school year. For students in grades 7–12, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 11 hours per school year. These limits do not include statewide testing.

In an effort to encourage transparency, the statute also requires a district or charter school, before the first day of each school year, to publish on its website a comprehensive calendar of standardized tests to be administered in the district or charter school during that school year. The calendar must provide the rationale for administering each assessment and indicate whether the assessment is a local option or required by state or federal law.

What if I choose not to have my student participate?

Parents/guardians have a right to not have their student participate in state-required standardized assessments. Minnesota Statutes require the department to provide information about statewide assessments to parents/guardians and include a form to complete if they refuse to have their student participate. This form follows on the next page and includes an area to note the reason for the refusal to participate. Your student’s district may require additional information.

A school or district may have additional consequences beyond those mentioned in this document for a student not participating in the state-required standardized assessments. There may also be consequences for not participating in assessments selected and administered at the local level. Please contact your school for more information regarding local decisions.

When do students take the assessments?

Each school sets their testing schedule within the state testing window. Contact your student’s school for information on specific testing days.

- The MCA and MTAS testing window begins in March and ends in May.
- The ACCESS and Alternate ACCESS for ELLs testing window begins at the end of January and ends in March.

When do I receive my student’s results?

Each summer, individual student reports are sent to school districts and are provided to families no later than fall conferences. The reports can be used to see your child’s progress and help guide future instruction.

How much time is spent on testing?

Statewide assessments are taken one time each year; the majority of students test online. On average, the amount of time spent taking statewide assessments is less than 1 percent of instructional time in a school year. The assessments are not timed and students can continue working as long as they need.

Why does it seem like my student is taking more tests?

The statewide required tests are limited to those outlined in this document. Many districts make local decisions to administer additional tests that the state does not require. Contact your district for more information.

Where do I get more information?

Students and families can find out more on our Statewide Testing page (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing).
Parent/Guardian Refusal for Student Participation in Statewide Assessments

To opt out of statewide assessments, the parent/guardian must complete this form and return it to the student’s school.

To best support school district planning, please submit this form to the student’s school no later than January 15 of the academic year. For students who enroll after a statewide testing window begins, please submit the form within two weeks of enrollment. A new refusal form is required each year parents/guardians wish to opt the student out of statewide assessments.

Date______________ (This form is only applicable for the 20___ to 20___ school year.)

Student’s Legal First Name_________________________________________ Student’s Legal Middle Initial____________________________________

Student’s Legal Last Name_________________________________________ Student’s Date of Birth________________________________________

Student’s District/School_________________________________________ Grade________________________________________________________

Please initial to indicate you have received and reviewed information about statewide testing.

_____ I received information on statewide assessments and choose to opt my student out. MDE provides the Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing on the MDE website (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing).

Reason for refusal:

Please indicate the statewide assessment(s) you are opting the student out of this school year:

_____ MCA/MTAS Reading _____ MCA/MTAS Science

_____ MCA/MTAS Mathematics _____ ACCESS/Alternate ACCESS for ELLs

Contact your school or district for the form to opt out of local assessments.

I understand that by signing this form, my school and I may lose valuable information about how well my student is progressing academically. As a result, my student will not receive an individual score. Refusing to participate in statewide assessments may impact the school, district, and state’s efforts to equitably distribute resources and support student learning; for the purpose of school and district accountability calculations, my student will not be considered “proficient.”

If my student is in high school, I understand that by signing this form my student will not have an MCA score that could potentially save time and money by not having to take remedial, non-credit courses at a Minnesota State college or university.

Parent/Guardian Name (print) ______________________________________

Parent/Guardian Signature _________________________________________

To be completed by school or district staff only. Student ID or MARSS Number ___________________________

Posted May 2019
SAFE AND ACCEPTABLE USE OF THE NETWORK/INTERNET

The school district is providing students with access to the school district computer, voice and video systems, which includes Internet access. The proper use of the district’s electronic equipment, systems and Internet access, and the educational value to be gained from proper Internet use, is the joint responsibility of students, parents and employees of the school district. The purpose of the system is more specific than providing students with general access to the Internet. Students are expected to responsibly use the district’s electronic equipment, systems and Internet access in compliance with the Network/Internet Acceptable Use and Safety Policy, Policy 524.

Acknowledgment and acceptance of the student behavior handbook constitute notice and acceptance of the Network/Internet Acceptable Use and Safety Policy. School Board Policy 524

PARENT USE AGREEMENT: CHROMEBOOK (2019-2020)

Robbinsdale Area Schools provides every student in grades 3-12 with a Chromebook. This device will be used to connect schools with students and families, allow students to express themselves in new and exciting ways, and to personalize the learning experience for each student.

The Chromebook is a web-based device. Internet access is needed for most student work to be saved and shared.

If your student does not have internet access, please contact your school for information on low-cost Internet options for your family. Various locations in the community also provide free wireless Internet, including public libraries. Media Centers have a limited number of hotspots (mobile internet wifi devices) for overnight use.

The Chromebook and accessories are the property of Robbinsdale Area Schools and must be returned to Robbinsdale Area Schools at the end of each school year or withdrawal from school.

Fees will be assessed for negligent damage or a lost Chromebook, charger or case. Devices and accessories not returned on the date of student withdrawal from school will be reported as stolen to the local police department.
Students are responsible for the general care of their Chromebook. Please handle it with care and ensure that your student:

- Brings the Chromebook to school every day, fully charged.
- Stores and charges the Chromebook in a secure, protected location.
- Uses the case provided and exercises care when Chromebook is transported.
- Reports any problems or damage to a teacher or library media center staff immediately.

Signing the acknowledgement card means that you have discussed responsible use and appropriate care of the device with your student, reinforcing the use of the device for educational purposes.

Your child will be held responsible for adhering to the District Safe Acceptable Use Policy (524) and Bullying Prohibition Policy (514) as outlined in the Student Handbook: Rights and Responsibilities. The Common Sense Media organization provides information related to digital citizenship and guides for discussing technology use in the family.

### 2019-2020 CHROMEBOOK INSURANCE FEE AND DAMAGE/REPLACEMENT COSTS

The District offers accidental damage insurance for grades 5-12. In an effort to protect families from unknown expenses that may occur from theft or accidental damage while the Chromebook is in the care of your child, the district requires insurance. The charge for insurance is $25 per school year per student. If you have questions about the insurance, please contact a school administrator.

- The insurance fee covers first accidental damage. Deductibles apply to subsequent claims.
- The charger and case are not covered by the insurance.
- If your Chromebook is stolen, provide evidence that a police report was filed.
- Damage caused by misuse is not covered by district insurance.

Insurance details:

<table>
<thead>
<tr>
<th>Insurance Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>$25.00</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Damage deductible</th>
<th>With Insurance</th>
<th>Without Insurance</th>
</tr>
</thead>
<tbody>
<tr>
<td>First occurrence (per school year)</td>
<td>No Cost</td>
<td>$60.00</td>
</tr>
<tr>
<td>Two or more occurrences (per occurrence per school year)*</td>
<td>$25.00 (each)</td>
<td>$60.00 (each)</td>
</tr>
</tbody>
</table>

*Also generates a “Tech Misuse” discipline referral.

<table>
<thead>
<tr>
<th>Theft or Loss deductible</th>
<th>With Insurance</th>
<th>Without Insurance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theft with a police report (per occurrence per school year)</td>
<td>No Cost</td>
<td>No Cost</td>
</tr>
<tr>
<td>Loss due to negligence (per occurrence per school year)</td>
<td>$100.00 (each)</td>
<td>$150.00 (each)</td>
</tr>
</tbody>
</table>
Dear Students and Families:
Please sign below, along with your student, to indicate that you have reviewed with your student the 2019-20 Student Handbook Rights & Responsibilities & the Parent Use Agreement: Chromebook (2019-20).

Signatures below indicates the student understands their responsibilities and is expected to follow the district guidelines in the 2019-2020 Student Handbook Rights & Responsibilities, the school and bus safety rules and the Parent Use Agreement: Chromebook (2019-2020).

### HOW TO REACH US

Robbinsdale Area Schools Main Number
Education Service Center  4148 Winnetka Avenue North, New Hope ...................... 763-504-8000
Early Childhood Family Education ................................................................. 763-504-4170
Early Childhood Preschool .......................................................... 763-504-5330
Food Services/Nutrition Services .............................................................. 763-504-8050
Robbinsdale Academy/Highview ......................................................... 763-504-8703
Student Services ........................................................... 763-504-8027
Transportation .............................................................. 763-504-8107

### SCHOOLS

**ELEMENTARY**
- **Forest** 6800 47th Avenue North, Crystal .............................. 763-504-7900
- **Lakeview** 4110 Lake Drive, Robbinsdale .............................. 763-504-4100
- **Meadow Lake** 8525 62nd Avenue North, Brooklyn Park .............................. 763-504-7700
- **Neill** 6600 Medicine Lake Road, Crystal .............................. 763-504-7400
- **Noble** 2601 Noble Avenue North, Golden Valley .............................. 763-504-4000
- **Northport** 5421 Brooklyn Boulevard, Brooklyn Center .............................. 763-504-7800
- **Sonnesyn** 3421 Boone Avenue North, New Hope .............................. 763-504-7600
- **Zachary Lane** 4350 Zachary Lane, Plymouth .............................. 763-504-7300
MIDDLE SCHOOLS
Plymouth  10011 36th Avenue North, Plymouth .......................................................763-504-7100
Robbinsdale  3730 Toledo Avenue North, Robbinsdale .............................................763-504-4800
Sandburg  2400 Sandburg Lane, Golden Valley ...........................................................763-504-8200

HIGH SCHOOLS
Armstrong  10635 36th Avenue North, Plymouth .......................................................763-504-8800
Cooper  8230 47th Avenue North, New Hope .............................................................763-504-8500

MAGNET SCHOOLS
Fine Arts Interdisciplinary Resource (FAIR)
FAIR Crystal (grades 5-8)  3915 Adair Avenue North, Crystal ........................................763-971-4501
FAIR Pilgrim Lane (grades K-4)  3725 Pilgrim Lane North, Plymouth .............................763-504-8400
Robbinsdale Spanish Immersion School (RSIS)  8808 Medicine Lake Road, New Hope ........................................763-504-4400
School of Engineering and Arts (SEA)  1751 Kelly Drive, Golden Valley ........................763-504-7200

LINKS TO ADDITIONAL INFORMATION
For more information, visit the Robbinsdale Area Schools website (www.rdale.org) at the following links:

Unified District Vision
The Unified District Vision: High Intellectual Performance through Equity is the current strategic plan for Robbinsdale Area Schools. Adopted in 2014, this plan is a commitment by the entire community to prepare all students to be career, skilled trades and college ready.

Multi-Tiered System of Support (MTSS) Handbook
The Multi-Tiered System of Supports Handbook provides information on the district’s framework for helping all students succeed by matching instruction, interventions and assessment to the personalized needs of students.

Student Services
The Student Services website includes helpful information on activities and athletics, alternative programs, behavior resources, health resources, targeted services and Section 504 plans.

Pupil Fair Dismissal Act
The Pupil Fair Dismissal Act includes the policies, grounds and procedures for dismissing students from public schools in Minnesota (Minn. Stat. §§ 121A.40-121A.56).

Minnesota State High School League
Robbinsdale Area Schools participates in the Minnesota State High School League. The League exists to provide competitive, equitable and uniform opportunities for high school students to learn valuable lessons through participation in athletics and fine arts. Policies regarding eligibility, sportsmanship, chemical health and scholarship recognition are listed on the League’s website.

Health Services
Robbinsdale Area Schools Health Services Department seeks to create and sustain a school environment that promotes and supports student health, well-being and academic achievement. Research shows healthy students are better learners.
Transportation Services
The Transportation Services department is committed to providing a positive, safe experience for those who ride the district school buses. School bus schedule information is regularly mailed to families in the Robbinsdale Area School district before the first day of school. Additional transportation information can be found on the department’s website.

Harrassment, Violence, Discrimination or Bullying Report Form
If you or someone you know has experienced harassment, violence, discrimination or bullying at school or at any school-related event for any reason, you may make a report to have the incident(s) investigated by the District. Any student, parent/guardian or district employee may complete this form and return it to any administrator, counselor or student services advocate.

Special Education
Robbinsdale Area Schools special education programs and services are designed to meet the needs of children and youth ages birth through 21 years with various disabilities. The Special Education website has contact information, resources for families and information on district practices.

SCHOOL BOARD POLICIES AND PROCEDURES
Additional policies and procedures can be found on the Robbinsdale Area Schools website under the School Board section.

Below is a list of relevant policies to the Student Academic and Behavior Handbook with a link to the policy on the district’s website.

Board Policy No. 102 - Equal Educational Opportunity
Board Policy No. 413 - Harassment and Violence
Board Policy No. 501 - Weapons
Board Policy No. 502 - Student Searches
Board Policy No. 503AP - Student Attendance
Board Policy No. 503AP - Student Attendance (Spanish)
Board Policy No. 504AP - Student Dress and Appearance
Board Policy No. 505AP - Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees
Board Policy No. 507AP - Corporal Punishment
Board Policy No. 510AP - School Activities
Board Policy No. 512AP - School Sponsored Student Publications and Activities
Board Policy No. 514 - Bullying Prohibition Policy
Board Policy No. 515 - Protection and Privacy of Student Records
Board Policy No. 516 - Student Medication
Board Policy No. 521 - Student Disability Nondiscrimination
Board Policy No. 522 - Student Gender Nondiscrimination
Board Policy No. 524 - Network Internet Acceptable Use and Safety Policy
Board Policy No. 525AP - Violence Prevention
Board Policy No. 526 - Hazing Prohibition
Board Policy No. 527AP - Student Use and Parking of Motor Vehicles Patrols Inspections and Searches
Board Policy No. 528AP - Student Parental Family and Marital Status Nondiscrimination
Board Policy No. 529AP - Staff Notification of Violent Behavior by Students
Board Policy No. 532 - Use of Peace Officers-Crisis Teams to Remove IEP Students
Board Policy No. 534AP - Unpaid Meal Charges
Board Policy No. 580AP - Education of Homeless Students
Board Policy No. 707AP - Transportation of Public School Students
Board Policy No. 708AP - Transportation of Nonpublic School Students
Board Policy No. 709 - Student Transportation Safety
Board Policy No. 710AP - Extracurricular Transportation
Board Policy No. 711AP - Video Recording on School Buses
Board Policy No. 712AP - Video Surveillance Other Than Buses
Board Policy No. 801AP - Equal Access to School Facilities
Board Policy No. 806 - Crisis Management
Board Policy No. 807 - Health and Safety
Board Policy No. 899 - Unmanned Aerial Vehicles/Drones
Robbinsdale Area Schools - Equity Policy

NOTES